A COMMISSION OF

THE WASHINGTON COUNCIL

for High School-College Relations, Inc.
www.washingtoncouncil.org

INTERCOLLEGE RELATIONS COMMISSION

Fall 2017 Meeting Minutes
October 12-13, 2017

HOSTED BY: Eastern Washington University

Thursday, October 12

Introduction/Opening Session

- Call to Order – Ariana Stafford at 1:05 p.m.
- Welcome – Dr. Scott Gordon, EWU Provost
- Housekeeping – Keith Klauss
- Introduction of Members and Guests
- Approval of Spring 2017 Minutes – Ariana Stafford
    - Kerrie Caveness moved to approve
    - Debbie Crouch seconded.
    - Motion passed unanimously.
- Treasury Report – Kathy Yackey
    - Presented ICRC Balance Sheet for 7/1/17 to 9/30/17
    - The membership fee, which covers costs for the Fall 2017 and Spring 2018 meetings was raised to $75.00 per participant.
    - The Guest participant fee, which is required for every guest for each meeting, was raised to $25.00 per participant. This is to cover the catering/room for that participant.
    - We have discontinued the Electronic "square" device which carried a fee of $30 per month. We were not using this device as it was not compatible with various smart phones. Additionally Eventbrite gives a viable on-line option for registration and payment. Therefore, after discussion via email with the Board, we discontinued its use.
    - The Fall 2016 and Spring 2017 Meetings Overview: Income: $2620.00, Expense: $3187.82, Deficit of $567.82.
    - The Fall 2017 Meeting only overview estimates as of 10/9/17: Income: $2875.00, Expense: $1904.00.

    - Books were sent for Audit in June 2017. No response yet.
- Circulation of Question Box – Ted Olsen
- Reminders and Announcements – Waylon Safranski
    - Dinner sign up sent around and Saranac Public House plug from Keith Klauss.
    - Agencies and committees please email notes and presentation to Executive Board.
    - We will be electing and at-large member from CTC and motion for treasurer and technology support position (non-voting).
    - Reminder for members to think about their institutional CLEP policy for a dual credit/Academic Credit for Prior Learning discussion tomorrow.
    - Archived ICRC documents are now available online. A major thanks again to Cathy Shaffer from Spokane Community College and her work-study staff for collecting and organizing the documents.

ICRC-Related Committee Reports

- *Ongoing Articulation Review (OAR) Committee – Megan Daniels*
    - OAR responsibilities and membership composition are defined in ICRC handbook. Reminder that newly elective at-large member will serve on OAR.
    - Completed reviews for six schools last year, but this year's list is shorter because the Community Colleges of Spokane had recently been reviewed.
    - Goal for upcoming year is to identify new initiatives that could possibly lead to lighter case loads for members to review.
    - Plan is to working on updating the questionnaire in collaboration with ICRC handbook committee DTA information.
    - OAR will divide and conquer comprehensive review of all MRP degrees to questionnaire; the questionnaire currently does not have questions for all MRPs.
    - OAR will consider inviting self-assessor to OAR review meeting/conference call to discuss recommendations in the future. This fall Jennifer Coogan from Shoreline (who is on the OAR committee) was involved in the review process and it was mutually beneficial to talk though certain scenarios.
    - We will have a more robust report and data of the many good things we are seeing in catalogs, along with a list of recommendations in the near future.
- *Articulation and Transfer Council (ATC) – Kerrie Caveness*
    - ATC met last Thursday and Friday (October 5-6) at Centralia College.
    - There are quite a few new deans in CTC system, and it was requested that transfer deans know who is attending ICRC from their institution.
    - There was a Credit for Prior Learning discussion, and almost everyone is doing something, but some more than others.
    - Chris Reykdal came to talk about dual credit; it's a great time with greater funding coming into the K-12 system.
    - More money for CTE (career/technical education), bilingual, and special education initiatives. Align with the subject of accountability and hopes the states have more control and flexibility.
    - Work being done on dual credit and labor market relations. Crosswalks being

reviewed between SBAC and assessment of outcomes; is SBAC college-level?
    - Priority to grow basic education and more CTE.
    - Need to be more preparation for students in professional and technical careers.
    - ATC members questions about running start and why it may not count toward targets – new funding models.
    - Also questions about K-12 salaries exceeding much faster than CTC salaries.
    - ATC approved Business DTA to IC (Instruction Commission).
    - Discussions about coaching a growth mindset discussion.
    - Areas for focus – barriers to transfer, developing an IB policy (similar to AP work that has been done), exceling in diversity and inclusion, and review of pre-nursing and computer science DTAs.
    - Discussion about common course numbering.
    - This decision was above ATC (by CTC VPs) to adopt the "&" for professional/technology courses for workforce.
    - A number of concerns were shared about this topic. VPs determined the technology of using & was best options. The CCN transfer doesn't need to change, but questions will be addressed about the "& "use for professional and technical courses will be addressed tomorrow during SBCTC report.
- *Washington Council for High School-College Relations (WCHSCR) – Carlo Cavillo (standing in for Jana Jayarsi)*
    - Fall transfer fairs underway and held through December.
    - Counselor workshops also being held with CTCs, BIs, and agencies.
    - Increase in counselor attendance and clock hours from prior years.
    - College planning days are ahead and will be held in March; 11 sessions scheduled.
    - The next WCHSCR meeting is scheduled for November 8-9.
- *Handbook Committee – Ted Olsen*
    - Moving to a formal committee in ICRC constitution similar to OAR.
    - Time with how to structure work going forward.
    - Changes were made to table of contents (Appendix A & B).
    - Representation on the Handbook Committee is currently full.
    - Goal is for a broad review of document with no gaps in content.
    - Please look at your provisos and review for corrections/revisions. Goal to have these updated soon.
    - Joyce Hammer asked about how to add proviso; Northeastern Univ. asked to join.
    - Discussion followed about eligibility for institutions to be a member of ICRC; participant of the DTA.
    - Debbie Crouch asked if WSCHSR has any oversight over this type of scenario.
    - Julie Garver referenced reaching out to WSCHSR for guidance. Criteria for institutions in all in Washington bylaws.

Agency Reports with Time for Discussion

- *Washington Student Achievement Council (WSAC) – Gail Wootan*
    - Presentation link: http://www.washingtoncouncil.org/WSACICRCFall17%20-

%20Copy.pdf

- WSAC's mission is to advance education opportunities and attainment in the state.
- Roadmap to increase attainment by 2023.
- Goal for 100% of adults to have HS diploma or equivalency; 90% as of 2015.
- Goal for 70% to have postsecondary credential. 51% as of 2015.
- A lot of our work revolves around these goals.
- Also includes student transitions policies.; RCWs adopting statewide transfer and articulation policies.
- Work with all schools to make policies happen.
- Legislative updates include state funded associate workforce degree for incarcerated adults (Department of Corrections involved).
- High school students not meeting English or Math state standards working to meet requirements through dual credit.
- Resident tuition policy: Students transferred GI bill money will automatically get resident tuition. GI bill no longer having an expiration date.
- Financial aid: Workshops are ongoing; also student loan transparency act starts next summer.
- MRPs: Business reviewed earlier this year Each sector looked at separately then came together. Change: electives is now just general elective. Some schools may want a non-business elective, others may have a specific course recommendation.
- Joyce Hammer said after IC it will go to JTC to sign off on and Keith Klauss emphasized that faculty are involved in this process.
- MRPs will now have review dates implemented. Business will be in 5 years.
- Next year reviews for computer science, pre-nursing, and nursing.
- Technology DTA will be eliminated in 2019, but there will be communication about Engineering Technology AS-T.
- JTC developed a one page handout with emphasis for students to talk to both schools (current and transfer) regarding transfer.
- WSAC transfer report send to legislature every year: Look at what the outcomes are for transfer bachelor degrees; also look at definition of transfer.
- Goal for WSAC transfer website to have most updated transfer information.
- Want to highlight all DTAs offered and schools who accept the DTAs.
- WSAC umbrella policy for transfer student third-party resolutions. We don't get many of those calls.
- ACPL workshop with focus on ACE guidelines will be on October 20. Also will have focus on college in the high school and running start in the future.
- Pave the way conference 10/19 at Central Washington with work to closing the achievement gap.

- *Joint Transfer Council (JTC) – Keith Klauss*
  - A lot of content was already covered in prior agency reports.
  - JTC is working to put together advising webinars, and working toward consistent messaging. Julie Garver has a role in these processes.
  - November 30 is when the first webinar is scheduled; it should be a good refresher for all and a good opportunity for faculty training.

- Dual credit/CHS discussions are ongoing.
- NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation is encouraged, but not mandatory yet. NACEP-accredited institutions will need to do an annual report.
- EWU is going through NACEP accreditation process now, and encourage others to do the same.
- There was an eventful meeting and discussions regarding the new legislation that requires AP scores of 3 or better for elective credit.
- JTC sees CollegeBoard possibly using this as leverage and potentially legislating no more elective credits for scores of 3 if institutions have a corresponding courses.
- CollegeBoard opinion is elective credit is no benefit; JTC disagrees and electives count toward graduation.
- Conversations will continue to evolve and JTC is showing legislature that working with CollegeBoard.
- Joyce Hammer said two and four year institutions presented a united front throughout the meetings with CollegeBoard.
- Gail Wootan said we need to add data to show how many AP credits earned and how AP students perform.
- Discussion evolved around many variables that exist and may be correlation not causation.
- Julie Garver discussed role of faculty and academia plays in articulation of credit and accreditation.
- JTC wants to make sure fully understood role and potential ripple effects of these types of decisions (AP legislation).
- Discussion at JTC about possibly putting together own bill regarding credit by examination and dual credit.
- Reverse transfer: WSU moving to more of a face-to-face approach for communicating benefits of reverse transfer. Efforts are not going away.
- Joyce Hammer: A bill on floor in Congress that would allow a FERPA exemption for reverse transfer. A BI could just send names of students to CTCs and CTCs could do the contacting the students.
- Washington 45 will be reviewed by SBCTC.
- There was positive movement on transcripting Academic Credit for Prior Learning.
- Joyce Hammer said there was an issue with ACPL not showing up on transcripts due to coding and the legacy transcript system.
- It was brought to the attention of JTC that CTCs need to be clear about how the institutions are awarding credit.
- Been approved to now show all sources of how credit was earned in transcript notes. There was a problem with legacy system and not PeopleSoft.
- Currently in data governance to review coding descriptions.
- Debbie Crouch mentioned that institutional policy may vary about acceptance and application of 25% of credit toward the degree.

- C*ouncil of Presidents (COP) – Julie Garver*

- Presentation link: http://www.washingtoncouncil.org/ICRC%20COP%20Garver%2010.12.2017.pdf
- Institutions identified to serve on pre-nursing DTA. Some challenges about student interpretation of that DTA; could morph into more of an allied health type of DTA potentially.
- Aspen Transfer Institute was a positive experience.
- Working on updating dual credit (AP, IB. and Cambridge A-level exams) for WSAC website (look-up tool).
- Revised WAC for college in high school and updating process for NACEP standards.
- OSPI and CTCs update to Running Start FAQs.
- Interested in myth busting for dual credit and want to engage directly with variety of different groups regarding dual credit.
- Address anxiety and pressure students may face regarding dual credit.
- Talked to over 700 counselors about how sector approaches dual credit.
- Talking to OSPI about communication strategies and other presentation opportunities.
- Working with WSAC on adult re-engagement project; also STATWAY project.
- Leading legislative authorized Disability Services Transfer Work group.
- New COP committee: Inter-institutional Committee on Undergraduate Studies (ICUS).

- *State Board for Community & Technical Colleges (SBCTC) – Joyce Hammer*
  - A lot of good things Transfer Institute June 26-27 and the transfer playbook.
  - Washington was one of three states selected. Ohio and North Carolina are the others.
  - Discussion from the Transfer Institute on how can we make this keep going?
  - Have JTC to use as vehicle to put forth as recommendations for action. Also worked to partner institutions for collaboration.
  - CCRC (Community College Research Center) offered to do data through National Clearinghouse for each institution.
  - JTC rep, researcher, transfer dean, and student services rep (some faculty) worked to identify barriers and get together with two/four year partners.
  - MRP are great degrees but students may not always be major and admission ready. Capacity issues for certification, etc. Timing is good with guided pathways initiatives.
  - No longer enough to advise a student to just get AA degree; need to advise on careers/jobs/etc.
  - Interesting: so focused to get students to complete degree, need to focus on what they do after. Data another barrier. What degree do they attain and was that the intention? Where do we go from here?
  - JTC involvement; each college came up with action plan.
  - At the statewide level look at MRPs, guided pathways, and meta major alignment; career guidance review.
  - John Gardner Institute could come up with funding to help via webinars, etc.

- Get data through focus groups (a lot came of this info came out in institutional action plans); bring panel of students to JTC.
- Figure out what specific data we can get and need.
- All national experts commented on how they have never seen a state (WA) where two and four year schools talk together so much and collaborate so well.
- Keith Klauss said we should be proud of our efforts.
- Joyce Hammer will send link to Transfer Playbook when it is available later this year.
- Gail Wootan: Need to have a discussion about how we can better define a transfer student with WSAC for more accurate data.

Break at 3:00 p.m.
Meeting resumed at 3:20 p.m.

Call for Unfinished Business

- Proposal to add Handbook Revision workgroup committee to ICRC constitution (see Article VI in the ICRC Handbook)
  - Debbie Crouch moved to approve.
  - Seconded Rose Spodabalski-Brower
  - Motion passed.
- Proposal to add two non-voting positions Treasurer and Technology Support to the ICRC Constitution (see Article IV Section 3 in the ICRC Handbook)
  - Keith Klauss moved to approve.
  - Seconded by Bev DeGross
  - Motion passed.
- Elect new ICRC Executive Board member-at-large for this year from a Community & Technical College
  - Ariana explained the structure of the board and life cycle for community and this was tabled until Friday morning.
- Historical ICRC documents are available online
  - http://www.washingtoncouncil.org/icrcdocuments.htm
- Update on K-12 representation with ICRC
  - Anticipate by spring we will have at least one principal in attendance.
    - Important for dual credit and other conversations.
- Executive Committee updates for future meetings
  - This was a past agenda item, and it's something that we will be bringing back in the spring.

Answer to the Question Box – Ted Olsen (moved to Thursday and Friday based on volume of questions received)

- Question: Can classes such as English for academic purposes (English for international students) count in transfer degrees
  - Answer: Not for DTA. – Joyce Hammer
- Question: Is ENGL& 235 accepted in distribution for communication?

    - Answer: Debbie Crouch: Yes, it fits the description on page 19 of the ICRC handbook. Waylon Safranski: It as has ENGL& 101 as prerequisite, and WSU accepts as writing general education credit. Keith Klauss: EWU does the same.
- Question: Is there a list of schools who offer AAS-T degrees and where they transfer? Any though on building standardize articulation agreements like the DTA for these?)
    - Answer from Cindy Mowry: Technical colleges apply them and use & for general education courses. Have many agreements with 4-year partners. Other BI reps agreed about their institutions having individualized agreements. Megan Daniels: Evergreen accepts AAS-T (only the transfer degrees) through upside down transfer and has a blanket policy for these degrees because of 20 credits of general education. She can address questions specific to Evergreen.

- Question: Is there a limit on how many credits can be non-decimal (pass) to earn a transfer degree (not graded; pass/fail)?
    - Answer: Debbie Crouch says it may vary at four-year institutions. At CTC is there any limitation? Nothing specified in ICRC handbook about courses not grade applying to a DTA degree.
- Question: What's the process for moving courses from the restricted to unrestricted list?
    - Answer: Joyce Hammer: Information on Joint Transfer Council website https://www.sbctc.edu/colleges-staff/programs-services/transfer/joint-transfer-council.aspx. Debbie Crouch: It's also referenced in Appendix J in ICRC handbook pg. 58-59. Waylon Safranski asked if College 101 type courses would ever be considered since they seem to be emphasized in guided pathways initiatives; WSU will accept them because they have aligned curriculum. Joyce Hammer: Those courses will need to be part of 15 credits of restricted elective for the DTA.
- Question: Does your institution award credit for challenge courses?
    - Answers: Joyce Hammer states that if it is part of the DTA it should be accepted. Discussion about policy for grading; varies by institutions. Not all institution accept it for credit. Emily Leggio says UW will award credit and transcript it as challenge examination.
- Question: Regarding CPL/AP/IB/CLEP, etc. restrictions at the BIs; I'd like to discuss further what the CTCs should be telling students. My CTC does not restrict the number of credits awarded so long as residency is met (30 credits).
    - Answer: Kirsten Clawson: Olympic states make sure advise students to connect with the potential transfer institutions. Numerous: Many schools will have a limit to 25% of degree (45 quarter credits). Joyce Hammer: Students need to follow and abide by institutional polices. Anne White: Pierce and other CTCs seem to be getting pressure to award credits. So what are we doing to assess ACPL and how can we work together on this? Julie Garver: Need more of an accounting and reporting on these issues and be mindful of financial aid satisfactory academic progress limitations. Gail Wootan: This is a great opportunity to assess data in this area to see outcomes of students and

avoid possible pitfalls; like SAP (Satisfactory Academic Progress). Joe Shannon: Explained the need for looping the high school into this conversation. Lots of nuance and variables for high school student, parents, and counselors to absorb (cited daughter dual credit participation as an example). Julie Garver: Emphasize data collection and consistent messaging about policies for dual credit. Working on collaborative method and message from higher ed group COP, ICW, CTC. Not currently a single group in the state with entire focus on dual credit.

Meeting adjourned at 4:15 p.m.

Friday, October 13

General Session Resumes

- Call to Order at 8:32 a.m.—Ariana Stafford
- Housekeeping— Keith Klauss
- Circulate Question Box— Ted Olsen
- Announcements—Waylon Safranski
    - Pass around membership roster for updates.
    - We had 48 attendees as of yesterday.

- Select new ICRC Executive Board member-at-large for this year from a Community & Technical College
    - Bill Rambo nominated Sindie Howland from Spokane Falls CC
    - Kirsten Clawson seconded.
    - Sindie Howland from Spokane Falls CC elected at ICRC Executive Board member-at-large.

- Question from Jennifer Coogan for discussion as we await agency reports regarding transfer reciprocity and distribution requirements: How do you make up credits transfer 4.5 quarter/3 semester credit for distribution requirements?
    - Answer: Waylon Safranski: WSU articulated 4 quarter credit courses to satisfy a 3 semester credit general education requirement. Cindy Mowry: At Clover Park this can be met outcomes of courses can make up the credit. Debbie Crouch: At SPU student with 4 quarter credits are with general education distribution. Jennifer Coogan: Is there an ICRC rule about this? It seems to be an institutional practice? Debbie Crouch: Maybe for spring meeting we can pull an old email thread from Brad Tomhave, Cathy Shaffer, and others for further discussion Ted Olsen: Generally we (those in the email thread) got the sense that it was a local decision. Julie Garver: I'd suggest potentially forming small group to discuss this topic to bring up at spring meeting.

Agency Reports

- *State Board for Community & Technical Colleges (SBCTC) – Joyce Hammer & Elliot Stern*
    - Want to provide information about the background and context regarding the decisions about the use of "&" for courses.

- When we came up with CCN (Common Course Numbering) it became more about transfer among CTCs.
- Couple years ago the ATC reviewed professional/technical courses.
- The intent for CCN was designed for transfer within CTCs, but other stakeholders came into the game (business, industry, Boeing).
- Meanwhile transfer to four-year partners really like the CCN system for equivalencies since CCN's have a similar course description; probably about an 80% overlap of common outcomes.
- The IC (Instruction Commission) came up with a new method with the letter C for professional/tech courses; that came into issue with CTC link implementation into PeopleSoft with letter C in legacy system.
- The letter C butted up against prefixes ending in C, and the other options were characters in CTC link had ramifications (not all special characters are functional in system).
- Felt urgency to identify a solution because there were courses in the queue that needed to be reviewed.
- Went to Instruction Commission and Elliot chairs workforce.
- Transfer and workforce committees came together to review.
- Thought it wasn't fair to workforce committee to not have a system of transfer since 40% of CTC students are in workforce and employers want identifiable CCN system.
- Workforce is working to have 100% alignment in course outcomes benefitting students and employers.
- Committees came together to say give this a try with annual reviews moving forward.
- When CTC link is fully implemented we may have other options to pursue for CCN other than the "&".
- Without having more characters to use, we think it's fair to have the "&" for all students in the CTC system.
- Would like to have ICRC input on how to help prevent advising issues. Maybe common sheet of transferable and non-transferable courses. Potentially distribute to stakeholder.
- At the end of the day the "&" is used to identify CCN, not transferability.
- This was not an easy solution, and we wish there were better ones, but want to see all sides and understand workforce students and faculty need to have an identifiable CCN symbol.
- Jennifer Coogan: What is the timeline for this new action?
- Joyce Hammer: It is enacted now but it will take a little while for courses going though process.
- Aware of courses that may fall into both transfer/workforce committees and groups will meet together and IC will look carefully at those kind of courses. I think it will raise level of scrutiny for IC courses reviewed in transfer.
- Debbie Crouch: I anticipate confusion for students about & courses applying to degree when they don't. Boundaries of transfer don't stop with Washington so can create. Need to put in equivalency guides to make sure it reflects non-transferable courses.

- Joyce Hammer: Maybe we can come up with process to simplify and publicize these.
- Jeanne Gaffney: It's significant amount of work to review catalogs and course changes. Can CTCs possibly send updates of catalog changes to BIs can help with updating equivalency guides?
- Joyce Hammer: It's also a lot of work for CTCs to update catalog info to BIs of changes; maybe a best practices can be shared.
- Elliot Stern: We understand the "&" issue, but on the flipside many students think non "&" courses are non-transfer which is not true. We need to define a different way to define transferability.
- Anne White: Instruction should also have a role in looking at this.
- Joyce Hammer: Could be an ARC/ATC joint workgroup. We would also like to have 4 year schools involved.
- Yes, we want 100% alignment for workforce.
- Elliot Stern: The "& "does signify there is enough similarity for transfer within the system. If a joint committee is looking at CCN they will use appropriate definitions for "&" use for academic and workforce courses. It will not be the same definition for academic and workforce.
- Debbie Crouch: Our faculty still have confusion about some of the CCN courses, especially since the overlap in content may miss key areas that affect equivalencies. Emphasis needs to be how this affects students.
- Keith Klauss: When I think back to the Transfer institute this summer, outside entities thought we (Washington) have a great relationships between 2-4 year schools. I'm concerned that a decision of this magnitude was made and the 4 year schools weren't apart of.
- Elliot Stern: The mechanisms we have in this state for transferablitiy is probably tops in the country; especially with great groups like ICRC which I have served on. The "&" didn't really help things because it created confusion. Broadening the "&" shouldn't affect that.
- The "&" is CCN for CTC system. We have to find a way to identify transferability and define it in a specific way.
- Meantime we need to serve 40% of workforce students with a CCN. This should push us to find a new way to define transferablitiy.
- Gabriel Mast: The issue of courses transferring from Shoreline to Whatcom is fine, but the BIs may accept it differently.
- Emily Leggio: The scenario of course not 100% the same does mean that we may not always give the same equivalency. Math series is an example, and it can be confusing about the series of courses transferring. Students seem to assume it is 100% the same.
- Emily Leggio: I'm glad that we recognize finding a better solution than using "&"for defining transferability. Is there a sense of how soon this might come to pass?
- Joyce Hammer: Need to have all schools on CTC link before we can review updated. The annual reviews will help guide us.
- Keith Klauss: We are saying this would be difficult now.
- Joyce and Elliot: It is unfortunate that we can't solve this with simple solution,

but the says something about how antiquated our legacy system is. We need to think about more comprehensive system in the future; the & confusion already exists. I believe it will force us to have conversations that will be beneficial in the future.
    - Elliot Stern: I'd love to have more conversations going forward about better solutions going and be invited to future meetings and discussions.

New Business

- Reciprocity of transfer/distribution area
    - Addressed in earlier discussion stemming from Jennifer Coogan's question.
- Institutional CLEP credit policies
    - Asked for a show of hands of institution that don't accept CLEP; numerous went up.
    - Emilly Leggio: UW does not see much CLEP at all.
    - Jeanne Gaffney: WWU does not either.
    - Kathy Yackey: City University will take CLEP under ACE (American Council on Education) recommendations only.
    - Nelli Kasparova: At Bellevue College we will see that is was non-traditional credit. Agree that we still need to come to understanding on how this credit is accepted throughout the system.
    - Anne White: Extra-institutional learning will be called out on the transcripts so it will be clear for the future.
    - Cindy Mowry: We will take the ACE equivalencies for CLEP. Don't see a lot. Most coming on JST but may not be applicable.
    - Debbie Crouch and Ted Olsen: Odd that CLEP have to be ACE recommendation rather than institution making the determination.
    - Anne White: At Pierce, we have crosswalks we have were evaluated by faculty.

- Dual Credit and Academic Credit for Prior Learning discussion
    - Ariana Stafford: We understand the pressure CTCs are getting to award credit. Also know there is a financial aid impact and students don't understand SAP (Satisfactory Academic Progress) maximum time frame.
    - Julie Garver : Students also may not understand that dual credit creates an academic transcript and that can affect SAP and academic records.

Break at 9:40 a.m.
Meeting resumed at 9:55 a.m.

CTC Link Timeline Update – Joyce Hammer

- Oversight taken over by WACTC (Washington Association of Community and Technical Colleges).
- Also involving people from Community Colleges of Spokane and Tacoma Community College to consult. The delay is to ensure no repeat of previous pitfalls.

Professional Development: Higher Ed Data in Washington – Darby Kaikkonen (SBCTC) and Melissa Beard (OFM)

- Melissa's Presentation: Education Research & Data Center Washington State: Higher Education Work: http://www.washingtoncouncil.org/ICRC%20Beard%20October%2013%17.pdf
- Darby's Presentation: MRTE: Cross Sector Student Data for Washington Public Institutions: http://www.washingtoncouncil.org/ICRC%20Kaikkonen_October%2013_17.pdf
    - Melissa Beard: Data is all about trust and our focus is on P-20; Preschool through workforce.
    - The data is all public though various public agencies.
    - Priorities evolved from getting data to outside interested; and now everyone involved. Shifted data to partner agencies and legislators/governor.
    - Some of this work stemmed from questions about what happens to high school drop outs? Worked to create a place to capture all of this data.
    - Created data warehouse of P-20 ID and workforce data.
    - They have 30 annual requests, and a high number of priorities. Staff increase in doing effective data comparisons, such as differences in gender for wages.
    - Data dashboards available and publication links are in presentation.
    - Working toward predictive models for completion rates/financial aid data/stem courses in high school relative to college completion. There are 295 school districts many different naming systems for courses; lots of sorting through to do.
    - Gabriel Mast asked a question about doctoral students accessing data for research.
    - Darby Kaikkonen: Pulling data for research is difficult. We are working to build analytical data sets. Talking with people to see what people are doing with raw data we give them and how do they make it usable. Working to make the data sets with a dictionary so it is easier to answer questions. There's data protection so we can't just drop data. They've had to change how they load OSPI data (framework for their warehouse) and it is still loading K-12. Trying to shift to get data in so when someone asks we have it.
    - Our motto is free the data. We want to be able to get data sets to IR reps at institutions so they can answer questions themselves.
    - Make it usable for us to get to you.
    - Expanding online reporting but some challenges linking up to workforce; earnings for graduate report. Working to broaden that report—ex. showing other field/areas that people go into or come from.
    - Data communications coordinator attempting to help with efficient and effective messaging.
    - Jennifer Coogan asked a question about diversity/inclusion data:
    - We are working to best report out that many areas; lacking in this a bit at this time.
    - Have big groups looking at this (race/ethnicity, etc.). Want to be able to drill down deeper ex. race/ethnicity and pell/state need grant eligibility. A number of race codes; figuring out how best code/identify. We need to know

what question we want to answer. We have collected that information, but need to figure out who it is we are trying to help and how we define that.

- Darby Kaikkonen is the policy/research director for SBCTC and MRTE is Mutual Research Transcript Exchange.
- Perspective how to we get people to collaborate and share data together. Can be very challenging to share data in ways that directly answer questions; takes a lot of time.
- SBCTC is just one sector of MRTE. First effort to bring two sectors together in a way that can produce research/linking of data.
- Run reports every quarter that comes from CTCs and the BIs submit data as well.
- Takes a lot of resources can't easily be folded into someone's job. General idea was to make it accessible. Needed technical expertise to link data and connect to policy research questions that needed to be addressed.
- Purpose Statement: This is for people whose purpose is research. Ultimately it is a set of tables and we need understanding of other sector's data.
- MRTE created a data flow: Working to have common identifiers for research.
- An example is using each other's crosswalk for set of tables. Numerous reporting rules to follow and we take it seriously.
- Memorandum of understanding: Once everyone gets in there you can see everything, so if a researcher wants to publish another school's institution you must talk to the researcher for feedback.
- A lot of interest in this information on the Annual Transfer Counts.
- It can be very challenging to get to what people want to know. Example: How effective is DTA? How do we level equity gap?
- Review many variables. Ex. How many credits students have by time they graduate?
- Associate Degree pathways to Bachelor Degrees: Ex. Looking at Associate of Science transfer pathways; very high transfer rates, complete bachelor's degree readily; 98% have STEM degree, etc.
- Christian Bruhn asked: Can we show the CTC students attended and which degrees earned in this pivot table?
- Darby: Worked to translate data and be able to put more of this type of information into pivot tables and out there on the website.
- Debbie Crouch asked: With reorganization is there more information that non-IR college staff could access?
- Darby: Created two tunnels: data for public and data for college-access only. Access only concern redaction rules and ensuring use is for what it is intended.
- Need to provide protection for spirit of assessment – to improve not to be judged.
- Golden rule to follow: is there anything here that somebody could learn about a person that they didn't already know.
- Transfer advising information is public. All info in the transfer annual report and dashboard is public.
- Joyce Hammer: Need this information to support Aspen Transfer Institute

outcomes. We need to know where students are going and into what areas, and break down demographics to identify any equity gaps.
    - Darby: The challenge has been making sure this research is used and having specific questions to answer and purposes. Now that MRTE is updated and together our agenda is to help people access this information more readily.
    - Encourage everyone to make this a priority on your campus as well. MRTE is a set of tables, but you have to build it.
    - Melissa: These are the types of questions we want people to ask. Working to figure out what kind of information needs be in the post-secondary analytical data set. Even just defining what a transfer student is.
    - Help us define who you want to know about and how can I tell who they are. Want analytic data sets to give you something you can use.
    - Emily Leggio: What is our avenue to ask you these questions to show information that will be helpful to us?
    - Melissa Beard: Imagining post-secondary data analytics set place to get those answers. The research questions are what will guide us.
    - Talk to IR reps and Julie Garver (COP) for guidance; monthly meetings with IR.
    - Darby: Who is responsible question comes up often. Transfer counts data came from ERDC; PICHEES data from 4-year schools.
    - Best way is to strongly involve all key partners. Keep transfer institute messaging in mind and not let this fall off our plates.
    - Julie Garver: Higher education in state should pat ourselves on the back for work that is recognized nationally, and that includes the data teams.
    - Ariana Stafford: Call for professional development topics for spring meeting. Please let us know if you have any ideas, and we will send an email out.

Answers to the Question Box – Ted Olsen

- Question: Appendix B of the ICRC handbook Restricted Subject Areas states: "credits for CLEP exams, military experience and training, life and work experiences, and other non-traditional credits…are restricted within the same 15 credit limit as the listed subject." This doesn't seem to support goal of Academic Credit for Prior Learning. Will this be reviewed soon? What is the practice of other schools?
    - Answer: Ted Olsen and Ariana Stafford: This may be best addressed by sending out an email to the ICRC list serve.
- Question: Can someone from the CTCs explain what Trio is?
    - **Answer**: Anne White: It provides outreach and additional academic support services and resources to students with first-gen and disabilities (from disadvantaged backgrounds).

ICRC Executive Board Final Remarks—Ariana Stafford

- Acknowledgment to EWU for hosting and gift provided to Keith Klauss
- Thanks to agency reps and everyone in attendance for participating.
- See everyone at the spring meeting April 12-13 at Everett CC.

Meeting adjourned at 11:27 a.m.